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ABSTRACT

Historically Black Colleges (HBC's) are identified as a key component of a responsive and diverse postsecondary education system. Continuing HBC leadership in promoting equal educational opportunity and in producing Black graduates is still seen as necessary in spite of the integration process. Recent achievements of these institutions include: expansion of curriculum offerings outside the traditional areas of education and social sciences, reflecting new career opportunities for Blacks: enrollment of 16 percent of the Blacks in higher education, and a third of the Blacks in those states in which the HBC's are located: awarding of over a third of all degrees awarded to Blacks nationwide, in 1975-76: and employment of over a third of the Black faculty and administrators/managers in higher education nationwide. Fiscal constraints and lack of government support are noted: (1) expenditures for fiscal year 1975 were 99 percent of revenues: (2) in 1975, library holdings were considerably less, per capita student, than for higher education overall: (3) HBC's rely more heavily on federal funding, and receive less state funding, than other institutions: (4) in fiscal year 1979 the HBC's received only 4.4 percent of federal funds obligated to higher education institutions: and (5) HBC's continue to receive a very small portion of federal funds obligated for research and development. Appended are a list of HBC's and newer predominantly Black colleges, the President's directive on Black colleges, and the advisory committee's membership list, charter, and staff list. (Author/MSE)

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STILL A LIFELINE: THE STATUS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, 1975-1978

The National Advisory Committee
On Black Higher Education And
Black Colleges and Universities

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JUNE 1980

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UNITED STATES DEPARTMENT OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1980

Honorable Shirley M. Hufstedler
Secretary
U. S. Education Department
Washington, D.C. 20202

Dear Madam Secretary:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit an interim Committee report on the status of Blacks in higher education: Still A Lifeline: The Historically Black Colleges and Universities, 1975-1978, the fourth in a series of reports on Blacks in higher education.

This report stems from the Committee's concern for the future role and healthy development of the Nation's historically Black colleges and universities and their relationship to expanding the numbers of Blacks enrolled in higher education nationally and regionally.

For more than a century, the historically Black colleges and universities have served as a unique educational resource. They have overcome obstacles imposed by isolation from the larger society, lack of educated Black professionals, and inadequate funds to provide the principal mechanism for fulfilling the educational aspirations of the Nation's Black youth. As the title of the report suggests, they are still a lifeline for Black Americans seeking to break the bonds of poverty and oppression and become full partners in a dynamic national economy. They also have disproportionately contributed to eliminating segregation in the States where they are located by educating and employing significant numbers of white Americans.

While substantial progress has been made in equalizing educational opportunity, providing financial assistance for postsecondary education and facilitating economic advancement for a significant percentage of the Nation's minorities, the plight of historically Black colleges and universities remains severe. Many of these institutions continue to be plagued by isolation from the academic mainstream, inadequate or nonexistent endowments, and insignificant amounts of Federal assistance. In the eyes of many, the survival of historically Black colleges and universities is directly proportional to the amount of Federal assistance these institutions can secure.

We are grateful for the opportunity to focus national attention on the factors that impede progress in securing higher educational opportunities for Black Americans. It is our expectation that this report and the recommendations derived from it in the future will assist the Federal government in initiating and continuing its efforts to ensure the health and welfare of this all-important sector of the postsecondary education system.

Sincerely,

Elias Blake

Elias Blake, Jr.
Chairperson

FOREWORD

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established by the Secretary of Health, Education, and Welfare in 1976 to advise and make recommendations to the Secretary, the Assistant Secretary for Education, and the Commissioner of Education on all aspects of the higher education of Black Americans. To undertake this task, the Committee developed a Plan of Action which calls for the production of various reports highlighting the status of Blacks in higher education and of the historically Black colleges and universities and offering recommendations based on the findings of those reports.

Still a Lifeline: The Historically Black Colleges and Universities, 1975-1978 is the fourth in a series of Committee reports designed to respond to the functions mandated in the Committee's Charter. This report emanates from Goal III, Section A of the Committee's Plan of Action. Goal III pertains to Opportunity/Options as they relate to Institutional Diversity, and Section A calls for the making of "recommendations related to the analysis of and planning for the future role and healthy development of the historically Black colleges and their relationship to expanding the number of Blacks enrolled in higher education nationally and regionally (Charter area #3).

Three previous reports in the series have been issued:

1. Access of Black Americans to Higher Education: How Open is the Door?

2. Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education, and

3. The Black Educational Policy Researcher: An Untapped National Resource.

These reports, respectively, explored the barriers to increased participation of Black Americans in postsecondary education and recommended some of the ways that access could be facilitated; made the case for encouraging institutional diversity and pluralistic educational structures as a necessary vehicle for meeting the future needs of Black students and stressed the commitment that Black institutions of higher education have shown historically and continue to demonstrate to minority and low income students; and addressed the complementary issue of the solid research and scholarship base that will be required to undergird decision-making at the State, local and Federal levels if substantial improvement of Black educational opportunity is to occur. The concerns identified by the Committee are straightforward: too few Blacks are represented in the broad array of institutions and programs of higher education; Black colleges and universities have a place in the diverse system of higher education; and, there is a paucity of useful research and scholarship on the subject and even less such information by Blacks.

This report provides an overview of the Nation's historically Black colleges which for many years were virtually the sole avenues of higher education open to Black Americans and which, even today, play a major role in the production of a credentialed Black population. Their historical contributions are well documented. This report indicates that the 100 historically Black colleges and universities still predominantly Black represent only 3 percent of all institutions of higher education in the United States. Yet, the 84 of these which grant the bachelors degree based on 4 or more years of study continue to produce almost 40 percent of all Black baccalaureates in the Nation. Also, even today, they continue to experience difficulty in obtaining equitable philanthropic support and public tax dollars for current operation to overcome years of historical neglect.

It is the Committee's hope that by attracting national attention to this unique subset of colleges and universities, public, State and Federal policy-makers and foundation officials will view these institutions as national resources which must be maintained and enhanced in order to preserve educational opportunities for all persons regardless of color or socio-economic status.

The Committee is indebted to Leneta Gaines, who prepared the basis of this report under contract to the Committee; to J. Christopher Lehner, who updated the information; to Susan Coughlin, who assisted in the editing; and to Carol Joy Smith, Program Delegate to the Committee, who supervised the report through to completion. Special thanks are due to Clifton Lambert for the design of the Committee's logo, and to Mae Carter who typed the manuscript.

Elias Blake, Jr.
Chairperson

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EXECUTIVE SUMMARY

In its continuing examination of the status of Blacks in higher education the National Advisory Committee on Black Higher Education and Black Colleges and Universities has identified historically Black colleges and universities (HBC's) as a key component of a responsive and diverse postsecondary system. The HBC's were originally established more than 100 years ago for the purpose of educating Blacks in a segregated society. Throughout the bleak period of racial separation, these institutions offered the only alternative to Blacks in pursuit of the higher learning necessary for social and economic mobility. Despite their overriding raison d'etre, the HBC's have welcomed students of all races, except when restricted from the practice by their State-imposed charters.

The gradual lowering of institutional barriers within the larger society has by no means diminished the need for continued HBC leadership in promoting equal educational opportunity for all and in producing Black graduates. Nor has the process of integration reduced the tremendous odds that HBC's must overcome in their efforts to serve the Black community and maintain their considerable contribution to the diversity of the higher education system.

This report focuses on current conditions in the Nation's historically Black colleges. More importantly, it provides a framework for future recommendations designed to support and enhance this unique and historical sector of the higher education system. The findings document the significant impact of these institutions but indicate that their greatest challenges lie in the years ahead.

The recent record of achievement is impressive:

--The HBC's have managed to expand their traditional curriculum offerings beyond the areas of education and social sciences--emphases dictated in large part by a job market where Black access was limited to those fields. New courses of study in such fields as business and management, health sciences, and mass communications--reflecting new career opportunities--are gaining increased popularity among HBC students.

--The 100 HBC's accounted for 16 of each 100 Black Americans enrolled in higher education in Fall 1978, but almost one of every three Blacks enrolled in those States where HBC's are located.

--In 1976, far more of the Blacks attending HBC's were enrolled full-time than were Blacks in colleges and universities overall. Similarly, HBC's accounted for a significantly higher percentage of the Blacks enrolled in 4-year institutions in 1978.

--In 1975-76, the HBC's awarded some 22,000 bachelors degrees to Blacks, 37.9 percent of all bachelors degrees conferred on Blacks nationwide.

--In 1975, 38.8 percent of Black faculty members nationwide were employed by the HBC's as were 36.6 percent of the Black administrators-managers.

These strides were made in the face of hardship conditions imposed by financial constraints and lack of government support, as the following summary indicates:

--Expenditures at the HBC's for Fiscal Year (FY) 1975 totaled fully 99 percent of combined revenues.

--While 6.3 percent of total general expenditures for all HBC's was spent for library operations in 1975, many individual HBC's spent less than 5 percent of their expenditures for library facilities.

--In Fall 1975, the average number of library volumes per full-time-enrolled (FTE) student was considerably less for HBC's than for all higher education institutions.

--HBC's tend to rely more heavily on Federal aid than do higher education institutions in general. On the other hand, the HBC's usually receive a smaller portion of their current fund revenues from State sources of support.

--In FY 1979, the HBC's received only 4.4 percent of Federal funds obligated to all higher education institutions, a decrease of almost 1 percent from their share in FY 1977.

--HBC's continue to receive a very small portion of all Federal funds obligated for research and development; in FY 1979, only 1.3 percent of such funds went to HBC's.

INTRODUCTION

Two recent Supreme Court decisions have created a new sense of urgency in the continuing battle to ensure equal opportunity in education for Black Americans. The Adams decision mandated desegregation of public higher education systems in some 10 Southern and Border States--a laudable goal that nevertheless threatens to submerge the special contribution of historically Black colleges and universities (HBC's). Meanwhile, the Bakke "reverse discrimination" decision has substantially weakened the impact of Federally mandated affirmative action and preferential admissions programs.

Such legal precedents have sent a clear signal: No longer can equality be measured in terms of progress in overcoming past inequities. Instead, attention must focus on bridging the gap between current conditions and the levels of access and participation needed for true equality to exist. To that end, any meaningful analysis of the current situation must incorporate the condition of education in the Nation's HBC's.

Over the years, the collective usefulness and viability of HBC's have been open to continuous attack. But although they have been isolated from the mainstream of higher education, the HBC's continue to uphold their leadership role in Black higher education. Of course, for most of their history, the HBC's were virtually the only institutions involved in Black higher education. Recently, however, the Civil Rights Movement has succeeded in making predominantly white institutions accessible to the majority of Black students, and the Adams decision has brought about a new emphasis on institutional diversification. As a result, Black higher education now encompasses all approaches to the higher education of Blacks, of which the HBC's remain one of, if not, the most significant.

This report highlights the characteristics of HBC's and attempts to place the current condition of education at these institutions into sharp focus. While the study is intended to lay out the essential details, its larger purpose is to point out some of the issues which need to be addressed in greater depth.

The HBC's are not a completely homogeneous group. In fact, their characteristics parallel those of the higher education universe to a large degree. However, they do share three characteristics that set them apart from most other institutions of higher education: their origin in the post-Civil War era of racial segregation and discrimination; their precarious financial condition; and their continued success in taking poorly prepared students and sending them on to graduate and professional training.

CHARACTERISTICS OF HISTORICALLY BLACK COLLEGES

During the past two decades, the numerous reports issued on the condition of Black higher education have lacked a common definition of historically Black institutions, causing uncertainty about the exact number in existence at any given time. In an effort to eliminate such inconsistencies, the Committee sought to develop a definitive statement of the inherent characteristics of historically Black institutions. After considerable research and consultation with leaders in the field of Black higher education, the Committee arrived at the following definition of historically Black colleges and universities:

> Historically Black colleges (HBC's) are institutions that were founded primarily for Black Americans, although their charters were, in most instances, not exclusionary. These are institutions serving or identified with service to Black Americans for at least two decades, with most being 50 to 100 years old.[1]

Through Fall 1978, there were 100 institutions designated as HBC's which were still predominantly Black. (See Appendix A for a complete listing.)

The 100 HBC's have characteristics similar to those of the higher education universe:

--Some are public (39), some are private(61);

--Most are 4-year institutions (84), and a smaller number are 2-year colleges (16) (Table 1);

--Some are considered small (less than 500 students), while others are relatively large (more than 5,000 students). Most, however, have medium-level enrollments that fall somewhere in between (Table 2);

--One-third offer graduate degrees, and nine award first professional degrees (Appendix A);

--All but three (Bennett and Spelman Colleges for women and Morehouse College for men) are coeducational;

--Some have exceedingly high academic standards, and some are less demanding;

--Many are essentially liberal arts colleges, but some grant degrees in many disciplines; and

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[1] "Highlights of the Historically and Predominantly Black Colleges and Universities, Academic Year 1974-75," a paper prepared for the Committee by Linda J. Lambert (August 1977).

--More than three-fourths (48) of the 61 privately controlled HBC's are affiliated with religious organizations.[2]

Excluded from the HBC's are the 60 newer predominantly Black colleges (NPBC's)

--those recently established or founded for the general population, but now predominantly Black due to geographical location. Institutions were classified as NPBC's if their Fall 1978 total and full-time enrollments were more than 50 percent Black. (See Appendix B for a full listing.) While NPBC's are not included in this analysis, it should be noted that NPBC's and HBC's together accounted for almost 30 percent of all Blacks enrolled in higher education at the beginning of academic year 1978-79.

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[2]Unpublished data from U.S. DHEW, the National Center for Education Statistics.

TABLE 1: TOTAL NUMBER OF INSTITUTIONS OF HIGHER EDUCATION, BY LEVEL AND CONTROL OF INSTITUTION, 1978

Type of institution	All institutions	HBC's	NPBC's	Other than HBC/NPBC
All Institutions	3,173	100	60	3,013
Public	1,488	39	31	1,418
Private	1,685	61	29	1,595
Universities	161	2	--	159
Public	96	1	--	95
Private	65	1	--	64
Four-Year Institutions	1,801	82	14	1,704
Public	464	33	6	425
Private	1,337	49	8	1,279
Two-Year Institutions	1,211	16	46	1,150
Public	928	5	25	898
Private	283	11	21	252

SOURCE: National Advisory Committee on Black Higher Education and Black Colleges and Universities staff analysis, USDHEW, National Center for Education Statistics, Education Directory, Colleges and Universities, 1978-79. See appendix for list of historically and predominantly Black colleges and universities.

TABLE 2: DISTRIBUTION OF HBC'S BY ENROLLMENT LEVEL, FALL 1978

Enrollment level	Institutions	
	Number	Percent of Total
Total	100	100.0
Below 500	18	18.0
500 to 999	26	26.0
1,000 to 1,999	27	27.0
2,000 to 4,999	21	21.0
5,000 and above	8	8.0

SOURCE: National Advisory Committee on Black Higher Education and Black Colleges and Universities staff analysis of data from USDHEW, Office of Civil Rights, 1978.

Geographic Location

In view of their origins, it is not surprising that all but four of the HBC's are located in Southern States. In fact, five Southern States (Alabama, Georgia, Mississippi, North Carolina and Texas) house more than one-half of the HBC's. None are located in the West (Table 3).

Approximately 30 percent of the HBC's are located within the city limits of medium to large urban areas. A significant number, however, are found in rural areas, making them largely resident colleges with few commuter students.

TABLE 3: DISTRIBUTION OF HBC's BY REGION, FALL 1978

Region	Total	Institutional control	
		Public	Private
TOTAL	100	39	61
Northeast	2	2	-
North Central	2	1	1
South	96	36	60
West	-	-	-

SOURCE: National Advisory Committee on Black Higher Education and Black Colleges and Universities' staff analysis.

Academic Characteristics

The academic characteristics of HBC's provide convincing evidence of their commitment to providing quality education, their skill in developing the potential of often disadvantaged students, and their ability to adapt to changing times within the larger society.

Accreditation In 1978-79, according to the Southern and North Central Associations of Colleges and Schools, 93 of the HBC's were fully accredited by their respective State or regional accrediting agencies. Four HBC's held preaccreditation status with a nationally recognized accrediting agency, indicating that they have achieved initial recognition and are progressing toward full accreditation. Three HBC's were neither accredited nor a candidate for accreditation.

Admissions Admissions policies at HBC's are liberal by most standards. Most require applicants to take at least one of several standardized achievement tests, but relatively few employ a cut-off score for student admissions. In fact, HBC's generally rely more on nontraditional measures of academic potential in evaluating prospective students, many of whom may suffer from a lack of formal preparation. High school grade point averages, extracurricular activities, involvement in community affairs, and recommendations from high school faculty are emphasized over test scores in the admissions review process.[3] Despite their liberal admission policies, HBC's produce graduates who go on to excel in graduate and professional schools.

Curriculum Throughout their history, HBC's have focused on preparing students for "real world" jobs. Until recently, they functioned primarily as "teacher's colleges," with major curriculum emphases on education and the social sciences--two fields which, for many years, offered virtually the only career opportunities for Blacks.

Several factors have contributed to a gradual reversal of this trend, including, recent moves to comply with court-ordered desegregation in the public higher education sector and the desire of HBC's to provide more options to fit students for a world of work where Blacks are slowly gaining increased access. Many HBC's now offer courses of study in telecommunications and related fields; social services and social welfare; business, industry and commerce; transportation; public administration; computer science; industrial management; and other "growth areas" of business and industry. As a result, HBC students, who only a decade ago tended to select academic fields where limited options were traditionally available to Blacks, are more frequently venturing into such nontraditional areas as business and management, allied health fields, and print and broadcast journalism.[4]

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[3]Results of unpublished survey by the Institute for Services to Education, Spring 1978.

[4]Degrees Granted and Enrollment Trends in Historically Black Colleges: An Eight-Year Study, Elias Blake, Jr., Linda Lambert and Joseph Martin (Washington, DC: ISE, 1974).

Student Characteristics

In Fall 1978, the HBC's enrolled a total of 195,096 students, of which 186,385 were classified as degree-seeking.[5] A look at the racial/ethnic characteristics of these students reveals that HBC's are contributing substantially both to the goals of Black higher education and to diversity within the higher education sector as a whole.

Race Blacks represented 90.1 percent of the total HBC enrollment in 1978, a slight decrease of 0.5 percent from Fall 1976 (Table 5). Across the Nation, the HBC's accounted for 16.5 percent of total Black enrollment in higher education, which was 1,055,964 in Fall 1978.

White and nonresident alien students comprised 9.1 percent of HBC's Fall 1978 enrollment. Members of other minority groups (i.e., American Indians, Asian Americans, and Hispanics) made up less than 1.0 percent of the HBC student body.

Level of Institution Of the 173,821 Blacks enrolled in HBC's in 1978, 95.6 percent attended university or 4-year institutions. This is in contrast to non-HBC enrollment patterns in which only 50.7 percent of all Black students were concentrated in comparable institutions. Conversely, of the 882,142 Blacks in non-HBC institutions, 49.3 percent were enrolled in 2-year institutions as compared to only 4.4 percent in HBC's (Table 4). Also, the HBC's accounted for 32.9 percent of all Black undergraduates enrolled in 4-year colleges and universities in 1978, the proportion expanding to 52.1 percent when those States which house Black institutions are examined.[6] If true equity in postsecondary education is to be attained, the disparity revealed by the comparison of enrollment by level of institution must be eliminated so that Black students in all of the Nation's colleges and universities have a realistic opportunity to pursue graduate study and professional careers.

Appproximately 92 percent of the Black enrollment in HBC's in 1978 was at the undergraduate level, more than 6 percent in graduate school, and 1.5 percent in professional school.[7]

Another indication of the importance of HBC's in providing quality higher education is the fact that in 1978, HBC students were far more likely to be enrolled full-time than students nationally. This was true for Blacks in HBC's (85.8 percent as compared to 62 percent for all Blacks, nationally) as well as for all HBC students (83.3 percent as compared to 59.5 percent for all students, nationally).[8]

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[5]These figures were obtained from Committee Staff analysis of unpublished NCES/OCR data, Fall 1978.

[6]Ibid.

[7]This distribution was obtained by staff analysis of NCES data, Fall 1978.

[8]Committee staff analysis of NCES data, Fall 1978.

Control of Institution A comparison of Fall 1978 enrollment in public and private HBC's reveals a slight difference in percentages of Black students enrolled. Blacks accounted for 89.0 percent of public HBC enrollment and 92.4 percent of private HBC enrollment. Members of other minorities remained a small percentage of total HBC enrollment in 1978 but continued to increase from 1974 levels, comprising 0.8 percent of public and private HBC student bodies. Nonminority individuals (whites and nonresident aliens) made up larger proportions of public HBC student bodies, 10.2 percent of total enrollment, than of private HBC enrollment 6.8 percent (Table 5).

Share of Statewide Enrollment In the States where HBC's are located, these institutions accounted for a significant share of both Black undergraduate and graduate enrollment. Nationally, HBC's accounted for 17.4 percent of all degree-seeking Black undergraduates in 1978 but, in the seventeen States and District of Columbia which house these institutions, that proportion was almost doubled, 32.5 percent (Table 6). The HBC's in Alabama, Louisiana, Mississippi and Virginia were responsible for more than half of undergraduate Black enrollment in their respective States. HBC's in Arkansas, Delaware, Georgia and North Carolina were responsible for more than one-third of undergraduate Black enrollment in those States.

At the graduate level, HBC's in Mississippi and Virginia again garnered more than half of the Black enrollment. In the District of Columbia, Georgia, Louisiana, Maryland, North Carolina and Texas, Blacks enrolled in HBC graduate programs numbered well over a third of Black graduate enrollment. Among first-professional students, in the seven States and District of Columbia where HBC professional programs were offered, only Mississippi enrolled less than 30 percent of total Black first-professional enrollment.

Two other characteristics of HBC students are worth noting: first, HBC enrollment by sex parallels national Black enrollment trends and contrasts with that for total higher education enrollment. In the HBC's in 1978, women comprised 56.8 percent of Black enrollment--a preponderance that has widened over the past five years and now closely resembles the 57.0 percent for women among all Black students in higher education. [9] Nationally, women made up only 49.3 percent of total higher education enrollment. Second, HBC students tend to come from rural or small urban areas. A recent study showed that less than 27.8 percent were from large urban areas where minority populations of college age are generally very numerous.[10]

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[9] Profile of Ethnic-Racial Enrollments In Historical Black Colleges and Universities, Fall 1976, Leneta Gaines (Washington, DC: ISE, 1978).

[10] Factbook On Blacks In Higher Education, a report prepared for the Committee by the Institute for Services to Education, 1978.

TABLE 4: DISTRIBUTION OF TOTAL BLACK ENROLLMENT BY TYPE OF INSTITUTION, LEVEL AND CONTROL, FALL 1978

Type of Institution	Total Black enrollment	In HBC's		In NPBC's		In other than HBC's or NPBC's		Percent of Black in -		
		Number	Percent dist.	Number	Percent dist.	Number	Percent dist.	HBC's	NPBC's	Other inst.
All Institutions	1,055,964	173,821	100.0	135,855	100.0	746,288	100.0	16.5	12.9	70.7
Public	841,113	115,057	66.2	121,249	89.2	604,807	81.0	13.7	14.4	71.9
Private	214,851	58,764	33.8	14,606	10.8	141,481	19.0	27.4	6.8	65.8
All Universities	146,987	13,243	7.6	--	--	133,744	17.9	9.0	--	91.0
Public	102,162	5,085	2.9	--	--	97,077	13.0	5.0	--	95.0
Private	44,825	8,158	4.7	--	--	36,667	4.9	18.2	--	81.8
All Four-Year	466,360	152,895	88.0	26,800	19.7	286,665	38.4	32.8	5.7	61.5
Public	324,310	104,582	60.2	23,880	17.6	195,848	26.2	32.2	7.4	60.4
Private	142,050	48,313	27.8	2,920	2.1	90,817	12.2	34.0	2.1	63.9
All Two-Year	442,617	7,685	4.4	109,055	80.3	5,877	43.7	1.7	24.6	73.6
Public	414,641	5,390	3.1	97,369	71.7	311,882	41.8	1.3	23.5	75.2
Private	27,976	2,295	1.3	11,686	8.6	13,995	1.9	8.2	41.8	50.0

NOTE: This table includes unclassified students.

Source: Committee staff analysis of NCES data, Fall 1978.

TABLE 5: TOTAL ENROLLMENT AND DISTRIBUTION IN HBC's BY LEVEL AND CONTROL OF INSTITUTION, BY RACE, FALL 1974, 1976, AND 1978

Control and level of institution	Total			Black			Non-Minority			Other Minority		
	1974 1/	1976	1978	1974 1/	1976	1978	1974 1/	1976	1978	1974 1/	1976	1978
ALL HBC's	183,644	195,017	186,385	167,060	176,724	167,957	15,849	17,300	16,959	735	993	1,469
Four-Year	171,472	186,351	178,317	155,324	168,433	160,327	15,441	16,940	16,527	707	978	1,463
Two-Year	12,172	8,666	8,068	11,736	8,291	7,630	408	360	432	28	15	6
PUBLIC HBC's	126,038	131,380	124,154	113,357	118,103	110,460	12,142	12,622	12,702	539	655	992
Four-Year	115,762	125,112	118,598	103,487	112,123	105,122	11,751	12,338	12,484	524	651	992
Two-Year	10,276	6,268	5,556	9,870	5,980	5,338	391	284	218	15	4	0
PRIVATE HBC's	57,606	63,637	62,231	53,703	58,621	57,497	3,707	4,678	4,257	196	338	477
Four-Year	55,710	61,239	59,719	51,837	56,310	55,205	3,690	4,602	4,043	183	327	471
Two-Year	1,896	2,398	2,512	1,866	2,311	2,292	17	76	214	13	11	6
ALL HBC's	100.0	100.0	100.0	91.0	90.6	90.1	8.6	8.9	9.1	0.4	0.5	0.8
Four-Year	100.0	100.0	100.0	90.6	90.4	89.9	9.0	9.1	9.3	0.4	0.5	0.8
Two-Year	100.0	100.0	100.0	96.4	95.7	94.6	3.4	4.2	5.4	0.2	0.2	0.1
PUBLIC HBC's	100.0	100.0	100.0	89.9	89.9	89.0	9.6	9.6	10.2	0.4	0.5	0.8
Four-Year	100.0	100.0	100.0	89.4	89.6	88.6	10.2	9.9	10.5	0.5	0.5	0.8
Two-Year	100.0	100.0	100.0	96.0	95.4	96.1	3.8	4.5	3.9	0.1	0.1	0.0
PRIVATE HBC's	100.0	100.0	100.0	93.2	92.1	92.4	6.4	7.4	6.8	0.3	0.5	0.8
Four-Year	100.0	100.0	100.0	93.0	92.0	92.4	6.6	7.5	6.8	0.3	0.5	0.8
Two-Year	100.0	100.0	100.0	98.4	96.4	91.2	0.9	3.2	8.5	0.7	0.5	0.2

Note: Does not include unclassified students because OCR institutional data include students in degree-seeking programs only.

1/ Totals for 1974 include 98 HBC's; no OCR racial data available for Oakwood College or Lomax-Hannon Junior College.

Sources: Linda Lambert, "Highlights of the Historically and Predominantly Black Colleges and Universities, Academic Year 1974-75"; DHEW/OCR, Ethnic-Racial Enrollments in Higher Education Institutions, Fall 1976; Committee staff analysis of unpublished OCR enrollment data, Fall 1978.

TABLE 6: PERCENTAGE OF BLACK ENROLLMENT IN HBC'S BY LEVEL, IN STATES WHERE HBC'S ARE LOCATED, FALL 1978

State	Total[1]	Undergraduate	Graduate	First-Professional
Selected States & D.C.	32.5	32.5	36.1	61.3
Nation	17.5	17.4	17.8	22.2
Alabama	49.1	50.3	31.4	52.6
Arkansas	34.3	36.2	----	----
Delaware	37.7	38.4	----	----
District of Columbia	32.7	28.6	40.5	70.7
Florida	20.0	20.4	16.8	----
Georgia	44.1	44.7	35.9	63.4
Kentucky	14.4	15.1	7.0	----
Louisiana	51.7	52.9	36.6	53.8
Maryland	25.3	24.6	38.5	----
Mississippi	61.2	61.3	62.7	5.0
North Carolina	40.2	39.9	49.9	30.9
Ohio	7.2	7.9	----	----
Oklahoma	8.8	9.4	----	----
Pennsylvania	10.8	11.1	10.1	----
South Carolina	29.5	30.0	22.9	----
Tennessee	30.0	28.7	27.9	81.1
Texas	25.5	24.2	40.3	41.2
Virginia	52.3	52.5	54.2	----

[1] Does not include unclassified students.

Source: Committee staff analysis of unpublished OCR data, Fall 1978.

DEGREES AWARDED BY HISTORICALLY BLACK COLLEGES

In contrast to NCES/OCR Fall 1978 data on enrollment, the degree figures by race cited in this chapter have been computed from OCR data for academic years 1975-76 (published) and 1976-77 (preliminary, Unpublished).

Historically Black colleges (HBC's) granted 32,324 degrees in 1975-76, of which 30,544 were above the associate degree level.[11] Bachelor's degrees accounted for 78.0 percent of the latter total, followed by master's degrees (19.1 percent), first professional degrees (2.6 percent) and doctorates (less than one-half of 1 percent) (Table 7).

In 1976-77, HBC's awarded 29,497 degrees above the associate level, of which 76.3 percent were baccalaureates, 21.2 percent master's degrees, 2.3 percent first professional degrees, and less than 1 percent doctorates (Table 8).

Such statistics--particularly as they relate to Blacks--become more meaningful when viewed in the context of the higher education universe.

Nationwide Share of Degrees Conferred on Blacks

An analysis of the number and types of degrees awarded to Blacks by all institutions of higher education provides some distressing facts. In 1975-76, Blacks received only 6.4 percent of bachelor's degrees awarded nationwide. They garnered 6.6 percent of the master's degrees, 3.6 percent of the doctorates, and 4.3 percent of the first professional degrees.

However, a significant share of these degrees in all categories was awarded by the HBC's. Although they are a relatively small sector of the higher education system, the HBC's nevertheless in 1975-76 accounted for 37.9 percent of all bachelor's degrees conferred on Blacks nationwide; 22.3 percent of the master's degrees, 4.1 percent of the doctorates, and 20.2 percent of the first professional degrees.[12]

Statewide Share of Degrees Conferred on Blacks

An even more impressive picture emerges in the States where HBC's are located. In 1975-76, Blacks were awarded 9.8 percent of the 363,000 baccalaureate degrees conferred to all students in the 17 States and District of Columbia where HBC's are located. Of all baccalaureate degrees awarded to Blacks in these States (35,700), HBC's accounted for the major share, 61.5 percent (Table 9). Moreover, in 13 of the 17 States and the District of Columbia, the HBC's accounted for more than half of all

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[11] For comparison purposes, it is necessary to exclude the 1,780 associate degrees conferred by the HBC's since degrees below the baccalaureate level in 1976-77 were unavailable in the preliminary data.

[12] Based on Committee staff analysis of OCR data.

baccalaureates awarded to Blacks. In fact, in three States (Mississippi, North Carolina and Virginia), more than four-fifths of the total Black baccalaureate recipients were graduates of HBC's.

HBC's also made a significant contribution to the total production of bachelor's degrees in their respective States. In six States and the District of Columbia, HBC's conferred over 10 percent of all degrees conferred in the State.

The pivotal role of HBC's revealed by this pattern is in evidence in the share of advanced degrees as well. Graduate programs were offered in HBC colleges and universities located in 13 States and the District of Columbia in 1975-76. In those States, Blacks received 10.7 percent of all master's, almost double the national average, and HBC's accounted for 45.1 percent of all master's degrees awarded to Blacks (Table 10). In Alabama, Maryland, North Carolina, Texas and Virginia, HBC's conferred over 50 percent of all master's awarded to Blacks. In first-professional degree programs, HBC's were responsible for 62 percent of the 876 degrees awarded to Blacks in the seven States and the District of Columbia where HBC professional study was available. In the District of Columbia and Tennessee, the share was over two-thirds (Table 11).

Degrees Awarded By Control of Institution

In 1975-76, almost two-thirds of all HBC degrees were awarded by public historically Black institutions. However, private HBC's were responsible for all of the doctorates and 70 percent of the first professional degrees awarded by HBC's (Table 7).

Public HBC's awarded two-thirds of HBC degrees given to Blacks, almost four-fifths of the HBC degrees to whites, and 72 percent of the HBC degrees to other minorities. Private HBC's, however, conferred two-thirds of all HBC degrees given to nonresident aliens (Table 12).

Race of Recipient

Blacks accounted for over 87 percent of the total of 29,497 degrees above the associate level conferred by the HBC's in 1976-77. Just over 8 percent went to whites, and slightly less than 5 percent to nonresident aliens and other minorities.

Blacks accounted for about 91 percent of HBC-awarded baccalaureates, with 5 percent conferred on whites and 4 percent given to nonresident aliens.

Similarly, more than three-fourths of the 6,244 HBC-awarded master's degrees went to Blacks, with 18.3 percent conferred on whites, and 6.0 percent on nonresident aliens.

Thirty-five of the 65 HBC-awarded doctorates in 1976-77 went to Blacks, while nonresident aliens garnered 27 and whites received 3.

HBC's awarded a total of 672 first professional degrees in 1976-77, with 78.0 percent going to Blacks. Whites represented the second largest group awarded HBC professional degrees (14.6 percent), while nonresident aliens accounted for 7.4 percent (Table 8).

Field of Study

Some 32.6 percent of all baccalaureates awarded to Black HBC students in 1975-76 were in the field of education. Business and management and social sciences were the next most popular areas of study for Blacks, with 19.6 percent and 18.1 percent of the bachelor's degrees awarded. White HBC students followed essentially the same pattern, choosing education most often for a baccalaureate program (31.4 percent). Whites were also slightly more likely to choose business and management (17.4 percent of baccalaureates conferred) over social sciences (13.6 percent).[13]

Education was by far the field in which Blacks most often received master's degrees--both in HBC's (77.8 percnet) and in institutions nationwide (61.1 percent). Social Science and public affairs ranked next in master's awarded to Blacks but their respective shares, 4.1 and 3.6 percent, indicate the dominance of education in HBC graduate schools. The overwhelming majority of whites at HBC's received their master's degrees in education as well (70.4 percent), followed by the social sciences (4.6 percent) and business and management (4.5 percent). Nonresident aliens were most likely to receive master's degrees in education (23.6 percent), business (16.1 percent), and engineering (12.5 percent).

Of the 74 doctorates awarded by HBC's in 1975-76, 50 went to Blacks of which 18 were in the field of education. At the first-professional level, 41.1 percent of the 543 degrees awarded to Blacks by HBC's were in law and 29.5 percent in medicine.

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[13]The distributions by race for baccalaureate, as well as advanced degrees, are based on Committee staff analysis, OCR data 1975-76.

TABLE 7: TOTAL DEGREES GRANTED BY HBC'S, BY LEVEL OF DEGREE, AND BY LEVEL AND CONTROL OF INSTITUTION, 1975-76

Control and level of institution	Total	Degrees granted				
		Associate	Bachelor's	Master's	Doctorate	Professional
ALL HBC's	32,324	1,780	23,835	5,841	74	794
PUBLIC HBC's	21,278	1,040	15,359	4,644	-	235
Four-Year	20,489	251	15,359	4,644	-	235
Two-Year	789	789	-	-	-	-
PRIVATE HBC's	11,046	740	8,476	1,197	74	559
Four-Year	10,643	337	8,476	1,197	74	559
Two-Year	403	403	-	-	-	-

Source: DHEW/OCR, Data on Earned Degrees Conferred From Institutions of Higher Education By Race, Ethnicity and Sex, Academic Year 1975-76 (Washington, D.C.: U.S. Government Printing Office, April 1978), Tables 1-5.

TABLE 8: DEGREES BY HBC'S, BY LEVEL OF DEGREE, BY RACE, 1976-77

Level of degree	TOTAL Number	BLACK Number	BLACK Percent of total	WHITE Number	WHITE Percent of total	Non-resident Alien Number	Non-resident Alien Percent of total
TOTAL	29,497	25,726	87.2	2,404	8.1	1,367	4.6
Baccalaureates	22,516	20,435	90.8	1,163	5.2	918	4.1
Master's	6,244	4,732	75.8	1,140	18.3	372	6.0
Doctorates	65	35	53.8	3	4.6	27	41.5
Professional	672	524	78.0	98	14.6	50	7.4

NOTE: Excludes Associate of Arts degrees awarded by 2-year institutions.

Source: Committee staff analysis of unpublished OCR data, 1976-77.

TABLE 9: BACCALAUREATE DEGREES CONFERRED TO ALL STUDENTS AND TO BLACKS BY HBC'S AND ALL INSTITUTIONS, FOR SELECTED STATES, 1975-76

State	All colleges & universities			Historically Black colleges & universities			
	Degrees to all students	Degrees to Blacks	Blacks as % of total	Degrees to all students	Percent of total	Degrees to Blacks	% of all Black Recipients
	1	2	3=2÷1	4	5=4÷1	6	7=6÷2
Total	362,975	35,724	9.8	23 835	6.7	21,966	61.5
Alabama	14,792	2,573	17.4	2,189	14.8	2,034	79.1
Arkansas	6,959	779	11.2	457	6.6	427	54.8
Delaware	2,808	222	7.9	259	9.2	156	70.3
District of Columbia	6,989	1,589	22.7	1,184	16.9	817	51.4
Florida	27,540	1,959	7.1	1,070	3.9	994	50.7
Georgia	16,791	2,310	13.8	1,657	9.9	1,633	70.7
Kentucky	11,819	515	4.4	163	1.4	145	28.2
Louisiana	15,969	3,797	23.8	2,655	16.6	2,602	68.5
Maryland	16,130	1,745	10.8	1,410	8.7	1,106	63.4
Mississippi	9,061	2,105	23.2	1,789	19.7	1,733	82.3
North Carolina	23,410	3,886	16.6	3,524	15.1	3,263	84.0
Ohio	42,972	2,465	5.7	534	1.2	479	19.4
Oklahoma	13,328	610	4.6	168	1.3	163	26.7
Pennsylvania	54,571	2,189	4.0	579	1.1	522	23.8
South Carolina	10,521	1,475	14.0	1,071	10.2	1,056	71.6
Tennessee	17,807	1,794	10.1	1,163	6.5	1,104	61.5
Texas	51,439	3,210	6.2	1,756	3.4	1,661	51.7
Virginia	20,069	2,501	12.5	2,207	11.0	2,071	82.8

Source: USDHEW/OCR, Data on Earned Degrees Conferred From Institutions of Higher Education By Race, Ethnicity and Sex, Academic Year 1975-76, Table 1.

TABLE 10: MASTER'S DEGREES CONFERRED TO BLACKS BY HBC'S AND ALL INSTITUTIONS, FOR SELECTED STATES, 1975-76

State	All Institutions			HBC's		
	Total degrees	Degrees to Blacks	Black % of total	Total degrees	Degrees to Blacks	HBC Black % of total Black
	1	2	3=2÷1	4	5	6=5÷2
Total	94,122	10,075	10.7	5,841	4,548	45.1
Alabama	6,116	1,052	17.2	807	623	59.2
District of Columbia	5,046	834	16.5	407	271	32.5
Florida	8,227	644	7.8	217	193	30.0
Georgia	8,168	1,230	15.1	540	491	39.9
Kentucky	4,751	140	2.9	28	4	2.9
Louisiana	4,339	932	21.5	466	456	48.9
Maryland	5,404	678	12.5	631	371	54.7
Mississippi	3,299	735	22.3	402	367	49.9
North Carolina	4,957	583	11.8	498	382	65.5
Pennsylvania	14,327	507	3.5	21	12	2.4
South Carolina	3,659	520	14.2	232	193	37.1
Tennessee	5,280	605	11.5	327	278	46.0
Texas	15,265	1,144	7.5	866	641	56.0
Virginia	5,284	471	8.9	399	266	56.5

Source: Committee staff analysis of OCR data for 1975-76

TABLE 11: FIRST-PROFESSIONAL DEGREES CONFERRED TO BLACKS BY HBC'S AND ALL INSTITUTIONS, FOR SELECTED STATES, 1975-76

State	All Institutions			HBC's		
	Total	Degrees to Blacks	Black % of total	Total	Black	HBC Black % of total
	1	2	3=2÷1	4	5	6=5÷2
Total	12,451	876	7.0	794	543	62.0
Alabama	727	28	3.9	40	16	57.1
District of Columbia	2,257	307	13.6	326	207	67.4
Georgia	1,261	82	6.5	57	49	59.8
Louisiana	1,213	56	4.6	37	28	50.0
North Carolina	1,262	123	9.7	116	65	52.8
Tennessee	1,361	127	9.3	119	105	82.7
Texas	3,216	116	3.6	88	62	53.4
Virginia	1,154	37	3.2	11	11	29.7

Source: Committee staff analysis of OCR data for 1975-76.

TABLE 12: TOTAL DEGREES GRANTED BY HBC'S BY LEVEL AND CONTROL OF INSTITUTION, BY RACE, 1975-76

Control and level of institution	Degrees granted by race				
	Total	Black	White	Alien	Other
ALL HBC's	32,324	28,662	2,396	1,074	192
Public HBC's	21,278	18,896	1,884	359	139
Four-Year	20,489	18,156	1,835	359	139
Two-Year	789	740	49	-	-
Private HBC's	11,046	9,766	512	715	53
Four-Year	10,643	9,384	509	698	52
Two-Year	403	382	3	17	1

Source: USDHEW/OCR, Data On Earned Degrees Conferred From Institutions Of Higher Education By Race, Ethnicity and Sex, Academic Year 1975-76, Tables 1-5.

FACULTY CHARACTERISTICS[14]

In 1975, a total of 446,034 faculty members were employed by some 3,000 institutions of higher education in the United States. While Blacks accounted for only 4.4 percent of the total, nearly two-fifths (38.8 percent) of those were employed by the historically Black college sector. Similarly, of the 7,133 Black executives, administrators and managers in higher education, 36.6 percent worked for the HBC's.

Of the total faculty employed by the HBC's in 1975, Blacks represented 55.1 percent; whites made up another two-fifths; and the remaining 5.0 percent were other minority individuals. Blacks comprised approximately 78.1 percent of the total number of administrators-managers employed at HBC's, with whites accounting for 20.8 percent and other minorities 1.2 percent (Table 13).

Control of Institution

There were marked differences, however, between public and private HBC's. Black faculty comprised 63.5 percent of the total faculty in private HBC's, compared to 51.5 percent in public HBC's. Corresponding figures for whites were 29.3 percent and 44.4 percent, respectively. Other minority individuals represented 7.2 percent of faculty in private HBC's, compared to 4.1 percent in public HBC's.

Black administrators-managers comprised 90.7 percent of such occupational types in private HBC's, compared to 69.8 percent in public HBC's. Whites in this category accounted for 7.9 percent and 29.3 percent of the totals, respectively (Table 13).

Rank According to Race

Some interesting differences emerge among HBC faculty when viewed by rank according to race. Asian Americans and whites were more likely to be employed as professors (22.8 percent and 19.9 percent, respectively) and associate professors (30.4 percent and 24.0 percent, respectively) than were Blacks (16.0 percent and 16.3 percent, respectively). At the level of assistant professor, 32.1 percent of white faculty and 32.5 percent of Hispanic faculty, as compared to 29.1 percent of Blacks and 22.4 percent of Asian Americans, had attained this rank. However, a larger proportion of Black faculty (28.6 percent) was employed at the lower rank of instructor than were whites or Asian Americans (14.1 percent and 18.3 percent, respectively). These patterns of employment were relatively similar at both public and private HBC's (Table 14).

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[14] Data in this section were taken from unpublished tables released by the Equal Employment Opportunity Commission and based on their EEO-6 survey.

In view of their relative concentration in lower ranking positions, it is not surprising that Black faculty and Black administrators-managers earned a lower median salary than any other ethnic-racial group employed by HBC's. Overall, the median faculty salary in 1975-76 was $13,325, but for Blacks it was only $12,827. Similarly, the median salary for all HBC administrators-managers was $15,562; Blacks earned $14,941.

A 1977 survey of 71 HBC's offers at least a partial explanation for the relatively lower rank and salary of Black faculty. Survey data on the distribution of faculty by race and degree indicate that Blacks at HBC's were less likely to hold the advanced degrees generally required for high-ranking faculty positions. For example, in 1977, only 34.3 percent of Black faculty held doctorates, compared to 55.7 percent of white faculty in the HBC's studied. Conversely, 56.1 percent of Black faculty held the master's degrees, compared to 38.4 percent of white HBC faculty (Table 15).

Another recent study identified Blacks' lack of doctorate degrees as one reason for their underrepresentation on faculties of public colleges and universities throughout the South. The Southern Regional Education Board's study of the racial composition of faculties at these 4-year institutions showed that 73 percent of all Black faculty was concentrated in colleges where Black enrollment was 80 percent or higher. Blacks accounted for only 3 percent of the total faculty in institutions where Blacks comprised 5 to 80 percent of enrollment; the figure was less than 2 percent in colleges where Black enrollment was below 5 percent.

Most important, the study found that when "data on new doctorates are examined, it is clear that the number of such degrees earned by Blacks in the Southern region is not sufficient to augment the current representation of Blacks on the faculties of the region." [15]

Fortunately, the HBC's are making a significant contribution to overcoming this deficit. For example, in 1976, more than half of the Black first-year graduate students in four Southern States were in the HBC's (Alabama, 51.1 percent; Mississippi, 71.8 percent; North Carolina, 49.0 percent; and Texas, 48.5 percent). [16]

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[15] Racial Composition of Faculties in Public Colleges and Universities of the South, Eva C. Galambos (Atlanta, Georgia: Southern Regional Education Board, 1979).

[16] Based on Committee staff analysis of OCR data, Fall 1976.

TABLE 13: TOTAL FULL-TIME EMPLOYEES IN HBC'S BY RACE, BY OCCUPATIONAL ACTIVITY, 1975

Occupational activity	Full-Time employees by race							
	Total		Black		White		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ALL HBC'S	43,067	100.0	29,047	67.4	12,526	29.1	1,494	3.5
Exec/Adm/Manager	3,344	100.0	2,610	78.1	695	20.8	39	1.2
Faculty	13,770	100.0	7,590	55.1	5,487	39.8	693	5.0
Prof., Non-Faculty	5,135	100.0	3,361	65.5	1,587	30.9	187	3.6
Secr/Clerical	8,741	100.0	6,228	71.3	2,430	27.8	83	0.9
Tech/Para-Prof	2,946	100.0	1,935	65.7	898	30.5	113	3.8
Skilled Craft	1,547	100.0	1,003	64.8	519	33.5	25	1.6
Serv/Maintenance	7,584	100.0	6,320	83.3	910	12.0	354	4.7
Public HBC's	28,319	100.0	16,545	58.4	10,821	38.2	953	3.4
Exec/Adm/Manager	2,020	100.0	1,409	69.8	591	29.3	20	1.0
Faculty	9,604	100.0	4,944	51.5	4,266	44.4	394	4.1
Prof., Non-Faculty	2,894	100.0	1,419	49.0	1,410	48.7	65	2.2
Secr/Clerical	5,807	100.0	3,425	59.0	2,319	39.9	63	1.1
Tech/Para-Prof	1,746	100.0	829	47.5	855	49.0	62	3.6
Skilled Craft	1,059	100.0	552	52.1	491	46.4	16	1.5
Serv/Maintenance	5,189	100.0	3,967	76.5	889	17.1	333	6.4
Private HBC's	14,748	100.0	12,502	84.8	1,705	11.6	54	3.7
Exec/Adm/Manager	1,324	100.0	1,201	90.7	104	7.9	19	1.4
Faculty	4,166	100.0	2,646	63.5	1,221	29.3	299	7.2
Prof., Non-Faculty	2,241	100.0	1,942	86.7	177	7.9	122	5.4
Secr/Clerical	2,934	100.0	2,803	95.5	111	3.8	20	0.7
Tech/Para-Prof	1,200	100.0	1,106	92.2	43	3.6	51	4.2
Skilled Craft	488	100.0	451	92.4	28	5.7	9	1.8
Serv/Maintenance	2,395	100.0	2,353	98.2	21	0.9	21	0.9

NOTE: Totals vary slightly depending on variables of specific table.

Source: Equal Employment Opportunity Commission, Survey of Employees in Institutions of Higher Education (Unpublished data).

TABLE 14: OCCUPATIONAL DISTRIBUTION OF FULL-TIME FACULTY IN HBC'S BY RANK, BY RACE, 1975

Race/Ethnic group	Number	Percent	Occupational Activity					
			Professors	Associate professors	Assistant professors	Instructors	Lecturers	Other faculty
TOTAL	13,819	100.0	17.8	19.9	30.1	22.3	2.3	7.7
Male	8,983	100.0	22.5	23.0	29.3	16.1	2.0	7.0
Female	4,836	100.0	9.0	14.0	31.5	33.9	2.8	8.8
White	5,483	100.0	19.9	24.0	32.1	14.1	2.9	7.0
Male	4,263	100.0	22.8	25.9	31.8	10.4	2.3	6.9
Female	1,220	100.0	9.7	17.4	33.4	27.1	5.0	7.5
Black	7,668	100.0	16.0	16.3	29.1	28.6	1.8	8.1
Male	4,199	100.0	22.1	19.2	27.6	22.0	1.7	7.4
Female	3,469	100.0	8.8	12.7	30.9	36.6	1.9	9.1
Hispanic	166	100.0	17.5	20.5	32.5	15.1	3.0	11.4
Male	100	100.0	24.0	24.0	35.0	9.0	3.0	5.0
Female	66	100.0	7.6	15.2	28.8	24.2	3.0	21.2
Asian Am./Pac. Is.	464	100.0	22.8	30.4	22.4	18.3	1.5	4.5
Male	392	100.0	24.7	32.7	20.4	16.3	1.8	4.1
Female	72	100.0	12.5	18.1	33.3	29.2	-	6.9
Am. Ind./Alask. Nat.	38	100.0	13.2	18.4	23.7	7.9	10.5	26.3
Male	29	100.0	17.2	20.7	27.6	10.3	-	24.1
Female	9	100.0	-	11.1	11.1	-	44.4	33.3

NOTE: Totals vary slightly depending on variables of specific tables.

Source: Equal Employment Opportunity Commission, Survey of Employees in Institutions of Higher Education (unpublished data).

TABLE 15: DISTRIBUTION OF FACULTY IN HBC'S BY RACE AND DEGREE, 1977

Race	Total		Doctorates		Masters		Other	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total	9,107	100	3,868	42.5	4,427	48.6	812	8.9
Black	6,083	100	2,088	34.3	3,411	56.1	584	9.6
White	2,217	100	1,234	55.7	852	38.4	131	5.9
Foreign Nonwhite	458	100	306	66.8	94	20.5	58	12.7
Foreign White	259	100	179	69.1	47	18.1	33	12.7
Other	90	100	61	67.8	23	25.6	6	6.7

Note - Figures based on 71 Black Higher Educational Institutions representing a 71% response rate.

Source: Committee staff compilation from Institute for Services to Education Inc., Survey, 1977.

PHYSICAL FACILITIES

Many historically Black colleges (HBC's) desperately need to upgrade existing buildings or to construct new ones, but they lack the finances to do so. More than two-fifths (42 percent) of the assignable space in HBC physical plants was constructed over 50 years ago.[17] In many instances, the expansion of classroom space has not kept pace with increasing enrollments. Curriculum expansion efforts are similarly hamstrung. In fact, in a recent survey of health science facilities at the HBC's, the overwhelming majority of respondents indicated the need for additional buildings to house health sciences programs. The primary requirements appeared to be additional classroom/office space and upgraded laboratory facilities.

Over the years, a number of reports have documented the inadequacy of physical facilities at many historically Black institutions, but little if any Federal funds have been granted for physical plant improvements. One hopeful note: The U.S. Department of Housing and Urban Development, recognizing the plight of this group of institutions, recently committed funds for expansion and upgrading of physical facilities at HBC's. The impact should prove significant.

Libraries

Nowhere is the dilemma clearer than in the area of library facilities. According to the American Library Association, expenditures for an adequate library operation should be at least 5 percent of an institution's total general expenditures. Overall, HBC's exceed the accepted criterion for library expenditures. In Fall 1975, 6.3 percent of the total general expenditures for all HBC's was designated for library operations (Table 16), comparing favorably with the 5 percent rule of thumb. The figures for public and private HBC's were 6.2 percent and 6.4 percent, respectively. Private, four-year HBC's spent the least (5.3 percent) and private, two-year HBC's, the most (11.3 percent). However, while HBC's collectively meet the 5 percent test, many individual institutions still obligate considerably less for library operations.

HBC's fare much worse in a comparison of the average number of library volumes per full-time enrolled (FTE) student. In Fall 1974, all institutions of higher education averaged 123.4 volumes per FTE student, compared to only 77.6 for all HBC's.[18] (The average numbers for public and private HBC's were 61.5 and 91.0, respectively.)

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[17] According to the 1974 HEGIS Inventory of College and University Physical Facilities.

[18] National Center for Education Statistics, U.S. DHEW, Library Statistics of Colleges and Universities, Fall 1975, Institutional Data, table 7. (Washington, DC., U.S. Government Printing Office, 1977).

Public, four-year HBC's maintained an average of 64.9 volumes per FTE student, compared to 96.9 for their private counterparts. Private two-year HBC's had more than 50 (76.7) additional volumes per FTE student than their public counterparts (22.2). Clearly, library resources at the HBC's need increased development if they are to be on a par with other institutions.

TABLE 16: SELECTED INDEXES OF OPERATING EXPENDITURES OF HBC LIBRARIES BY LEVEL AND CONTROL OF INSTITUTIONS, FALL 1975

Institutional control level	Library operating expenditures: Per FTE student	Per full-time faculty member	As percent of gen. expenditures	Volumes per FTE student
ALL HBC's	$163.7	$2,479.1	6.3	77.6
Public HBC's	155.2	2,566.8	6.2	61.5
Four-Year	161.3	2,627.1	5.7	64.9
Two-Year	108.3	2,099.4	7.1	22.2
Private HBC's	169.6	2,417.8	6.4	91.0
Four-Year	162.1	2,215.2	5.3	96.9
Two-Year	225.7	3,534.3	11.3	76.7

Source: USDHEW and National Center For Education Statistics, Library Statistics of Colleges and Universities, Fall 1975 Institutional Data Table 7. (Washington, D.C.: U.S. Government Printing Office, 1977)

FINANCES

The financial health and stability of the historically Black colleges and universities (HBC's) is marginal at best. In Fiscal Year (FY) 1975, total expenditures at all HBC's consumed 99 percent of total combined revenues. Likewise, the 21 percent growth rate in current fund revenues between 1972-73 and 1974-75[19] was matched by similar growth in current expenditures, resulting in no appreciable financial gain for the HBC's. Proportionately, HBC's derive less income from student tuition and fees than do all institutions nationwide. Despite the heavy dependence of HBC's on public sources of support, they continue to suffer from inequitable patterns of Federal aid to higher education.

Revenues

Tuition and Fees in FY 1975, 17 percent of combined HBC revenues was derived from student tuition and fees. Public HBC's got 12.6 percent and private HBC's obtained 21.6 percent of revenues from these sources (Table 17). Nationally, higher education institutions received 20.3 percent of their revenues from student tuition and fees, with the proportion being 12.8 percent for public and 35.8 percent for private colleges and universities.[20]

Public Sources of Support while the HBC sector gets less of its income from tuition and fees, it is more reliant on public sources of support than colleges and universities in general (Table 18). For example, in FY 1975, public HBC's received 21 percent of their current fund revenues from Federal sources, compared to 14 percent for all public higher education institutions. Similarly, private HBC's were more than twice as dependent on Federal support as were private colleges and universities nationwide. Private HBC's got some 38 percent of revenues from Federal sources, compared to 14 percent for all private institutions.

Differences in support from State sources were less marked. While public HBC's received 45 percent of their current fund revenues from State sources, the national average for public institutions was 44 percent. Likewise, there was little difference in the proportion of revenues from State sources for private HBC's (1 percent) and all private institutions (2 percent). In both cases, however, private isntitutions were far less likely to rely on State aid than their public counterparts.

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[19] Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education, National Advisory Committee on Black Higher Education and Black Colleges and Universities, Washington, DC: September 1979.

[20] Based on Committee staff analysis of unpublished NCES financial data, Fall 1975.

A recent study of Black colleges by the National Center for Education Statistics points up the variation in sources of support within the HBC sector. Although it includes three institutions originally established to educate Blacks but which are now predominantly white, and excludes Howard University and Meharry Medical College, the report provides a useful distribution of FY 1977 revenue sources.[21] Public HBC's received 45 percent of their support from State aid, 21 percent from Federal grants and appropriations, and only 14 percent from student tuition and fees. Private HBC's, on the other hand, relied heavily on tuition and fees (33 percent), private gifts (16 percent) and other sources (20 percent), while culling only 29 percent from Federal and State grants and appropriations.

Expenditures

In FY 1975, 80 percent of total HBC expenditures was allocated to education and general expenditures. Public HBC's spent a greater percentage of funds for these purposes than did private HBC's (84.2 percent compared to 75.6 percent). The NCES study reveals further variation in FY 1977 expenditures. In that year, private HBC's allocated 17 percent of these educational and general funds to student financial aid compared to only 7 percent in public HBC's. Neither private nor public HBC's allocated more than 5 percent of these funds to research.

Federal Funding and Black Colleges

The Federal Government contributes to higher education in a number of ways. Since FY 1970, through its departments and specialized agencies it has awarded some $56 billion dollars to the Nation's colleges and universities in the form of student assistance, grants and contracts for research and development, funds for facilities and equipment, and other institutional assistance. By far, the largest funding category is research and development (45.5 percent for all institutions in FY 1979), but since the HBC's seldom share in these funds (1.3 percent of the obligations for research and development from selected Federal agencies in FY 1979) they receive a small proportion of all funds for postsecondary institutions. The largest Federal funding category to HBC's is student assistance. Student aid money, however, traditionally covers less than half the cost of a student's education and the balance must be procured from other sources. Also, it is not direct institutional aid but, rather, funneled to the student who then opts to use it at the college or university of his/her own selection.

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[21] The NCES study, Traditionally Black Institutions: A Profile and An Institutional Directory (August 1979), excludes Howard University and Meharry Medical College because these two institutions had revenues and expenditures markedly higher than other Black institutions. The colleges now predominantly white are Lincoln University in Missouri, West Virginia State College and Bluefield State College in West Virginia.

Prior to the enactment of the Higher Education Act of 1965, most Black colleges and universities were not included at all in Federal funds distributed to postsecondary institutions and there has been but little commitment to rectify past funding inequities. Despite their achievements, many of the HBC's continue to walk a fiscal tightrope. In August 1978, a delegation of Black college presidents met with President Carter and Vice-President Mondale to discuss the survival of historically Black institutions and the need for greater Federal assistance to enhance the special qualities of these institutions. As a result, the President directed Federal department and agency heads to ensure that Black colleges "are being given a fair opportunity to participate in Federal grant and contract programs," (See Appendix C for the complete text of the Presidential Directive). To facilitate the process, Louis Martin, Special Assistant to the President for Minority Affairs, was named to monitor Government-wide implementation of the Directive. The latest figures on Federal educational funding, however, indicates that the response of the departments and agencies has not substantially altered the limited participation of Black colleges and universities.

During the period from FY 1970 to FY 1974, the HBC's share of total Federal obligations to all colleges and universities rose from 3.3 percent to 5.5 percent.[22] It fell to 4.8 percent in FY 1975, rose slightly to 4.9 percent in FY 1976, and then reached 5.3 percent in FY 1977. Now, however, it appears that a new, more serious downward trend is underway. In FY 1978, when Federal obligations to all institutions rose 36.5 percent over the previous year, the HBC share dropped to 4.1 percent (Table 19). Furthermore, a recent report by the Black College Initiative Office (BCI) of the U.S. Education Department, revealed that in a survey of 23 selected Federal departments and agencies HBC's received only 4.4 percent of the $8.9 billion obligated by those agencies and departments to all colleges and universities in FY 1979.[23] (These 23 departments and agencies were responsible for 98 percent of total Federal funding to higher education.) This decrease in the HBC's share since FY 1977 becomes more dramatic when it is noted that the total dollar amount of Federal funds to all institutions increased at least 38 percent during that time.

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[22]Probably not entirely comparable with later data because of higher number of schools, but given her as an approximate level of support in FY 1970.

[23]DHEW/BCI unpublished report, Fiscal Year 1979.

Although the average annual rate of increase in total Federal obligations to HBC's was 22.0 percent between FY 1970 and FY 1978 (compared to 15.6 percent for all institutions), the trend since FY 1976 was almost exactly reversed. Between FY 1976 and FY 1978, the average annual rate of increase for HBC's was 18.2 percent and that for all institutions was 32.0 percent. Recent Federal funding patterns revealed by the BCI report underscore the need for a much larger effort in order to compensate for the historic inequities in Federal support which have plagued the HBC's.

A commitment to include Black colleges and universities in all Federal support of higher education is not evident among all Federal agencies and does not encompass all the areas that could serve to broaden and enhance the capabilities of these institutions. In FY 1979, for example, the U.S. Department of Health, Education, and Welfare was the primary source of Federal support, both through the Office of Education and social and health service agencies. In fact, HEW was responsible for more than 80 percent of all funds going to Black colleges. By contrast, the Department of Defense, after HEW the largest source of Federal support to all institutions, allocated less than one-half of one percent of its funds to HBC's.[24]

Obligations of selected Federal agencies to the HBC's indicate limited support for research and academic science activities. Only 15 percent of the FY 1977 Federal obligations to Black colleges was identified for these purposes. By comparison, 52 percent of funds to all colleges and universities was earmarked for science and R & D-type activities (Table 20). In FY 1979, only 13.4 percent of Federal funds to HBC's were funneled into research and development while 53.4 percent went for student assistance. In the same year, 45.5 percent of funds to all institutions was for research and development and only 36.0 percent for student assistance (Table 21). Moreover, Black institutions received only one percent of all Federal funding for research and development.[25] Clearly, HBC's need to command a larger share of Federal allocations for research and science activities if they are to continue their pivotal role in preparing Black Americans for careers in an increasingly technological society.

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[24] Ibid, table 1.

[25] Ibid, table 9.

TABLE 17: CURRENT FUND REVENUES AND EXPENDITURES AT HBC'S, FISCAL YEAR 1975

Control and level of institution	Total revenues	Revenues from tuition and fees	Percent of total revenues	Total expenditures	Educa. and General expenditures	Percent of total expenditures
All HBC's	788,324,129	133,877,974	17.0	783,172,877	626,693,584	80.0
Public HBC's	406,151,379	51,229,901	12.6	401,405,044	337,972,901	84.2
Four-Year	395,239,559	50,046,532	12.7	390,757,272	327,828,112	83.9
Two-Year	10,911,820	1,183,369	10.8	10,647,772	10,144,789	95.3
Private HBC's	382,172,750	82,648,073	21.6	381,767,833	288,720,683	75.6
Four-Year	372,849,190	80,870,879	21.7	373,859,966	281,688,486	75.3
Two-Year	9,323,560	1,777,194	19.1	7,907,867	7,032,197	88.9

SOURCE: Linda Lambert, "Highlights of the Historically Black Colleges and Universities, Academic Year 1974-75"

TABLE 18: PERCENTAGE OF CURRENT FUND REVENUES FROM PUBLIC SOURCES FOR HBC'S AND ALL COLLEGES AND UNIVERSITIES, BY CONTROL OF INSTITUTION, FY 1975

Control of institution	From Federal Sources		From State Sources		From Local Sources	
	All colleges	HBC's	All colleges	HBC's	All colleges	HBC's
Total	14	29	31	24	4	1
Public	14	21	44	45	6	1
Private	14	38	2	1	1	1

SOURCE: The Library of Congress, Congressional Research Service, "The Historically Black Colleges: Prospects and Options For Federal Support," Education and Welfare Division, January 17, 1977 (unpublished).

TABLE 19: FEDERAL OBLIGATIONS TO ALL INSTITUTIONS OF HIGHER EDUCATION AND TO HBC'S, FISCAL YEARS 1970 TO 1979

Fiscal year	Federal Obligations (Amounts in Thousands)				
	All Colleges	Percent change	HBC's	Percent change	HBC's as percent of total
1970	3,667,923	--	121,299	--	3.3
1971	3,888,306	6.0	159,366	31.4	4.1
1972	4,637,637	19.3	242,226	52.0	5.2
1973	4,492,567	-3.1	239,673	-1.1	5.3
1974	4,852,814	8.0	266,896	11.4	5.5
1975	4,849,590	-0.7	233,144	-12.6	4.8
1976	5,380,022	10.9	264,754	13.6	4.9
TQ	1,710,760	1/	84,614	1/	4.9
1977	6,468,630	20.2	341,621	29.0	5.3
1978	8,826,700	36.5	361,297	5.8	4.1
1979	8,949,440 2/	2/	394,444 2/	2/	4.4

1/Percent change not computed for change between transition quarter and full fiscal years.

2/Represents obligations of 23 departments and agencies included in BCI report; therefore percentages not computed.

SOURCE: Federal Interagency Committee on Education, Federal Agencies and Black Colleges, Fiscal Year 1978, Table V; DHEW/BCI unpublished report, Fiscal Year 1979.

TABLE 20: OBLIGATIONS OF FEDERAL AGENCIES TO BLACK INSTITUTIONS AND ALL COLLEGES AND UNIVERSITIES FOR ACADEMIC SCIENCE AND NON SCIENCE ACTIVITIES, FY 1977

(Dollars in Thousands)

Recipient institutions	Total obligations	Academic science activities*		Non-Science activities	
		Amount	Percent of total	Amount	Percent of total
All Institutions	$6,385,017	$3,335,250	52	$3,040,767	48
Black Institutions	339,368	49,668	15	289,700	85

*Includes: Research and Development; R & D Plant; Facilities for Instruction in Science and Engineering; Fellowships, Traineeships, Training Grants; General Support for Science and Other Science Activities.

SOURCE: Committee Staff analysis of data from Survey of Federal Support to Universities, Colleges, and Selected Nonprofit Organizations, National Science Foundation in FICE Report, "Federal Agencies and Black Colleges, Fiscal Years 1976 and 1977," Vol. 6, No. 2, 1979, Tables XIX and XX.

TABLE 21: FEDERAL OBLIGATIONS TO ALL INSTITUTIONS AND HBC'S, BY FUNDING CATEGORY, FY 1979

(AMOUNTS IN THOUSANDS)

Recipient Institutions	Total Amount	Total Percent	Student assistance Amount	Student assistance Percent	Research & Development Amount	Research & Development Percent	Facilities & equipment Amount	Facilities & equipment Percent	Other inst. assistance Amount	Other inst. assistance Percent
All Institutions	$ 8,949,440	100.0	$3,223,906	36.0	$4,074,919	45.5	$134,696	1.5	$1,515,919	17.0
Black Institutions	394,444	100.0	210,780	53.4	52,809	13.4	9,623	2.4	121,232	30.7

SOURCE: DHEW/Black College Initiative Office, unpublished report, FY 1979.

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A P P E N D I X

A. Historically Black Colleges and Universities (HBC's)

B. Newer Predominantly Black Colleges (NPBC's)

C. President's Directive on Black Colleges

D. NACBHEBCU Membership

E. NACBHEBCU Charter

F. NACBHEBCU Staff

APPENDIX A

100 Historically Black Colleges and Universities which were still predominantly Black as of Fall 1978, by State*

	Level/Highest Offering [1]	Control
Northeast		
Pennsylvania (2)		
Cheyney State College, Cheyney 19319	M	Public
Lincoln University, Lincoln University 19352	M	Public
North Central		
Ohio (2)		
Central State University, Wilberforce 45384	B	Public
Wilberforce University, Wilberforce 45384	B	Private
South		
Alabama (12)		
Alabama A&M University, Normal 35762	M+	Public
Alabama Lutheran Academy and College, [2] Selma 36701	2	Private
Alabama State University, Montgomery 36101	M+	Public
Lawson State Community College, Birmingham 35221	2	Public
Lomax-Hannon Junior College, Greenville 36037	2	Private
Miles College, Birmingham 35208	B	Private
Oakwood College, Huntsville 35806	B	Private
S.D. Bishop State Junior College, Mobile 36603	2	Public
Selma University [3] Selma 36701	B	Private
Stillman College, Tuscaloosa 35401	B	Private
Talladega College, Talladega 35160	B	Private
Tuskegee Institute, Tuskegee Institute 36088	M,P	Private
Arkansas (4)		
Arkansas Baptist College [2] Little Rock 72202	B	Private
Philander Smith College, Little Rock 72203	B	Private
Shorter College, Little Rock 72114	2	Private
University of Arkansas at Pine Bluff, Pine Bluff 71601	B	Public
Delaware		
Delaware State College, Dover 19901	B	Public

	Level/Highest Offering	Control
SOUTH (Con't)		
District of Columbia (1)		
Howard University, Washington, D.C. 20059	P,D	Private
Florida (4)		
Bethune-Cookman College, Daytona Beach 32015	B	Private
Edward Waters College, Jacksonville 32209	B	Private
Florida A&M University, Tallahassee 32307	M	Public
Florida Memorial College, Miami 33054	B	Private
Georgia (10)		
Albany State College, Albany 31705	B	Public
Atlanta University, Atlanta 30314	D	Private
Clark College, Atlanta 30314	B	Private
Fort Valley State College, Fort Valley 31030	M	Public
Interdenominational Theological Center, Atlanta 30314	P,D	Private
Morehouse College, Atlanta 30314	B	Private
Morris Brown College, Atlanta 30314	B	Private
Paine College, Augusta 30901	B	Private
Savannah State College, Savannah 31404	M	Public
Spelman College, Atlanta 30314	B	Private
Kentucky (1)		
Kentucky State University, Frankfort 40601	M	Public
Louisiana (6)		
Dillard University, New Orleans 70122	B	Private
Grambling State University, Grambling 71245	M	Public
Southern University A&M College, Baton Rouge 70813	M,P	Public
Southern University in New Orleans, New Orleans 70126	B	Public
Southern University Shreveport-Bossier, Community Campus, Shreveport, 71107	2	Public
Xavier University of Louisiana, New Orleans 70125	M	Private
Maryland (4)		
Bowie State College, Bowie 20715	M	Public
Coppin State College, Baltimore 21216	M	Public
Morgan State University, Baltimore 21239	D	Public
University of Maryland-Eastern Shore, Princess Ann 21853	M	Public

	Level/Highest Offering	Control
SOUTH (Con't)		
Mississippi (11)		
Alcorn State University, Lorman 39096	M	Public
Coahoma Junior College, Clarksdale 38614	2	Public
Jackson State University, Jackson 39217	M+	Public
Mary Holmes College, West Point 39773	2	Private
Mississippi Industrial College, 2/ Holly Springs 38635	B	Private
Mississippi Valley State University, Itta Bena 38941	M	Public
Natchez Junior College, Natchez 39120 3/	2	Private
Prentiss Normal and Industrial Institute, Prentiss 39474	2	Private
Rust College, Holly Springs 38635	B	Private
Tougaloo College, Tougaloo 39174	B	Private
Utica Junior College, Utica 39175	2	Public
North Carolina (11)		
Barber-Scotia College, Concord 28025	B	Private
Bennett College, Columbia 27420	B	Private
Elizabeth City State University, Elizabeth City 27909	B	Public
Fayetteville State University, Fayetteville 28301	B	Public
Johnson C. Smith University, Charlotte 28216	B	Private
Livingstone College, Salisbury 28144	B,P	Private
North Carolina A&T State University, Greensboro 27411	M+	Public
North Carolina Central University, Durham 27707	M,P	Public
Shaw University, Raleigh 27611	B	Private
St. Augustine's College, Raleigh 27611	B	Private
Winston-Salem State University, Winston Salem 27102	B	Public
Oklahoma (1)		
Langston University, Langston 73050	B	Public
South Carolina (8)		
Allen University, Columbia 29204	B	Private
Benedict College, Columbia 29204	B	Private
Claflin College, Orangeburg 29115	B	Private
Clinton Junior College, 2/ Rock Hill 29730	2	Private
Friendship Junior College, 3/ Rock Hill 29730	2	Private
Morris College, Sumter 29150	B	Private
South Carolina State College, Orangeburg 29117	M	Public
Voorhees College, Denmark 29042	B	Private

	Level/Highest Offering	Control
SOUTH (Con't)		
Tennessee (7)		
Fisk University, Nashville 37203	M	Private
Knoxville College, Knoxville 37921	B	Private
Lane College, Jackson 38301	B	Private
LeMoyne Owen College, Memphis 38126	B	Private
Meharry Medical College, Nashville 37208	P,D	Private
Morristown College, Morristown 37814	2	Private
Tennessee State University, Nashville 37203	M+	Public
Texas (9)		
Bishop College, Dallas 75241	B	Private
Huston-Tillotson College, Austin 78702	B	Private
Jarvis Christian College, Hawkins 75765	B	Private
Paul Quinn College, Waco 76704	B	Private
Prairie View A&M University, Prairie View 77445	M+	Public
Southwestern Christian College, Terrell 75160	2	Private
Texas College, Tyler 75702	B	Private
Texas Southern University, Houston 77004	P,D	Public
Wiley College, Marshall 75670	B	Private
Virginia (6)		
Hampton Institute, Hampton 23668	M	Private
Norfolk State College, Norfolk 23504	M	Public
St. Paul's College, Lawrenceville 23868	B	Private
Virginia College, Lynchburg 24501	2	Private
Virginia State College, Petersburg 23803	M	Public
Virginia Union University, Richmond 23220	P	Private
WEST		
None		

1/ Level/Highest Offering:

- 2 = 2 but less than 4 years
- B = 4 or 5 years Baccalaureate
- P = First Professional
- M = Master's
- M+ = Master's
- D = Doctorate

2/ Pre-accredited

3/ Neither accredited nor a candidate

* This listing of HBC's only includes those institutions that were still predominantly Black in fall 1978 and for which data are available for inclusion in the Committee's reports. Therefore, the list does not include Simmons University/ Bible College (KY) for which no data are available; and Bluefield State College (WV), West Virginia State College (WV) and LIncoln University (MO) which are historically Black institutions but are currently (as of Fall 1978) predominantly white. Daniel Payne College (AL) and D.C. Teacher's College (WDC) were shown on earlier lists but are omitted here-the former has closed and the latter has been incorporated within the University of the District of Columbia.

APPENDIX B

A Listing of Newer Predominantly Black Colleges (NPBC's)

This is the most current listing of newer predominantly Black colleges (NPBC's) available. It is based on Fall 1978 enrollment figures. Both the total and full-time enrollments at the school listed were over 50 percent Black, thus qualifying it as an NPBC based on criteria set forth by the Committee.

The previous listing released by the Committee was based on Fall 1976 enrollment data. Five of the institutions in the 1976 list were deleted (3 have either closed or currently enroll no students; the other 2 are still open but currently are predominantly white). Twenty-four institutions have been added, and the University of the District of Columbia was formed through a 1977 merger of Washington Technical Institute, Federal City College, and D. C. Teacher's College.

MEMBER PREDOMINANTLY BLACK COLLEGES (MPBC's)
(as of Fall, 1978)

NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
REGION					
NORTHEAST					
Massachusetts (1)					
Roxbury Community College[1/]	Roxbury 02119	2	Public	58.8	57.4
New Jersey (1)					
Essex County College	Newark 07102	2	Public	70.1	71.0
New York (8)					
City University of New York					
Manhattan Community College	New York City 10019	2	Public	52.3	53.4
Bronx Community College	Bronx 10453	2	Public	52.1	51.3
Medger Evers	Brooklyn 11225	4	Public	87.0	87.0
York College	Jamaica 11451	4	Public	56.1	54.3
College for Human Services	New York City 10014	2	Private	64.6	64.6
Interboro Institute	New York City 10003	2	Proprietary	50.8	50.8
Taylor Business Institute	New York City 10036	2	Proprietary	51.0	51.0
Wadhams Hall Seminary College	Ogdensburg 13669	4	Private	88.0	88.0
Pennsylvania (1)					
Community College of Philadelphia	Philadelphia 19107	2	Public	61.6	61.3
NORTH CENTRAL					
Illinois (10)					
Central YMCA Community College	Chicago 60606	2	Private	69.0	71.9
Chicago Conservatory College	Chicago 60605	M	Private	58.2	57.9
Chicago State University	Chicago 60628	M	Public	74.2	84.2
City Colleges of Chicago					
Kennedy-King	Chicago 60621	2	Public	97.8	98.2
Loop	Chicago 60601	2	Public	64.1	73.1
Malcolm X	Chicago 60612	2	Public	89.9	91.6
Olive-Harvey	Chicago 60628	2	Public	93.4	93.2

MEMBER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

REGION NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
NORTH CENTRAL (con't)					
Illinois (con't)					
Daniel Hale Williams University[1/]	Chicago 60644	4	Private	96.6	98.1
National College of Education, Urban Campus	Chicago 60603	M	Private	60.6	61.3
State Community College	East St. Louis 62201	2	Public	95.2	97.2
Kansas (1)					
Donnelly College	Kansas City 66102	2	Private	54.6	55.7
Michigan (4)					
Highland Park Community College	Highland Park 48263	2	Public	94.1	94.6
Lewis Business College[1/]	Detroit 48235	2	Private	87.3	86.9
Shaw College at Detroit[1/]	Detroit 48202	4	Private	99.3	99.4
Wayne County Community College	Detroit 48201	2	Public	63.4	74.0
Missouri (3)					
Harris Stowe College	St. Louis 63103	4	Public	75.1	78.6
Pioneer Community College[1/]	Kansas City 64111	2	Public	66.0	59.3
St. Louis Community College, Forest Park	St. Louis 63110	2	Public	54.0	57.7
Ohio (2)					
Cuyahoga Community College, Metro Campus	Cleveland 44115	2	Public	60.1	66.6
Payne Theological Seminary[1/]	Wilberforce 45384	P	Private	87.0	85.0

MEMBER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

REGION

NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
SOUTH					
Alabama (3)					
Booker T. Washington Business College[1/]	Birmingham 35203	2	Proprietary	100.0	100.0
Southern Business College[1/]	Birmingham 35203	2	Proprietary	69.9	70.0
Southern Vocational College[2/]	Tuskegee 36083	2	Private	96.4	96.5
Arkansas (1)					
Capitol City Business College[1/]	Little Rock 72204	2	Proprietary	53.6	54.6
District of Columbia (2)					
Strayer College[1/]	Washington, D.C. 20005	4	Proprietary	72.8	74.0
University of the District of Columbia	Washington, D.C. 20008	M	Public	84.4	84.6
Georgia (1)					
Atlanta Junior College	Atlanta 30310	2	Private	87.5	87.6
Maryland (1)					
Community College of Baltimore	Baltimore 21215	2	Public	78.0	80.7
Mississippi (1)					
Ministerial Institute and College[2/]	West Point 39773	2	Private	100.0	100.0
North Carolina (7)					
Durham College[1/]	Durham 27707	2	Private	100.0	100.0
Hamilton College	Charlotte 28202	2	Proprietary	67.5	68.2
Jefferson College	Greensboro 27420	2	Proprietary	60.5	61.1
Kings College-Raleigh	Raleigh 27601	2	Private	52.6	53.3
Lafayette College	Fayetteville 28301	2	Proprietary	59.3	58.7
Roanoke-Chowan Technical Institute	Ahoskie 27910	2	Public	61.0	65.7
Vance-Granville Community College	Henderson 27536	2	Public	50.4	56.0
South Carolina (5)					
Beaufort Technical Education Center[1/]	Beaufort 29902	2	Public	51.6	54.7

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
REGION					
SOUTH (con't)					
South Carolina (Con't)					
Columbia Commercial College	Columbia 29201	2	Proprietary	65.5	93.1
Denmark Technical Education Center 1/	Denmark 29042	2	Public	95.0	94.9
Rice College 1/	North Charleston	2	Proprietary	59.3	55.0
Williamsburg Technical Education Center	Kingstree 29556	2	Public	61.7	63.7
Tennessee (4)					
American Baptist Theological Seminary	Nashville 37207	4	Private	84.0	82.6
Draughon's College	Memphis 38116	2	Proprietary	54.5	55.2
Draughon's Junior College of Business	Nashville 37919	2	Proprietary	60.2	62.8
Shelby State Community College	Memphis 38104	2	Public	64.1	81.4
WEST					
California (3)					
Compton Community College	Compton 90221	2	Public	76.9	69.6
Los Angeles Southwest College	Los Angeles 90047	2	Public	95.9	93.7
Los Angeles Trade-Technical College	Los Angeles 90015	2	Public	53.8	55.6
OUTLYING AREAS					
Virgin Islands (1)					
College of the Virgin Islands	St. Thomas 00801	M	Public	74.9	60.4

1/ Pre-accredited

2/ Neither accredited nor a candidate

APPENDIX C

FOR IMMEDIATE RELEASE JANUARY 17, 1979

Office of the White House Press Secretary

THE WHITE HOUSE

MEMORANDUM FOR THE HEADS OF

EXECUTIVE DEPARTMENTS AND AGENCIES

The approximately one hundred historically black colleges of this Nation have played and continue to play a unique and important role in providing educational opportunities to many thousands of students. They have done so in the past when there were no other avenues open to the overwhelming majority of black students. They do so now by continuing to provide special opportunities for students of all races.

The continuing importance of historically black colleges and universities, not only to students but also to this Nation's social, economic and educational life, cannot be over-estimated. This Administration is committed to enhancing their strength and prosperity.

In moving toward this goal the Department of Health, Education, and Welfare criteria call for efforts to strengthen the historically black public institutions through increased financial support, new and expanded programs, and the elimination of educationally unnecessary program duplication between them and their traditional white counterparts. These efforts are required to ensure that the historically black colleges are able to participate fully in the educational and social progress of our Nation.

I have repeatedly expressed my hope that the historically black colleges will be stronger when I leave office than when my Administration began. I am asking today that you personally join with me in meeting this objective by initiating and overseeing the following actions:

- Conduct a thorough review of the operations within your department or agency to ensure that historically black institutions are being given a fair opportunity to participate in Federal grant and contract programs. Ensure that an affirmative effort is made to inform black colleges of the opportunity to apply and compete for grants and contracts. Particular attention should be given to identifying and eliminating unintended barriers that may have resulted in reduced participation in and benefits from Federal programs by these colleges.

- Identify areas where historically black institutions can participate more effectively in your Department's activities. Consider, for example, small research contracts or grants which can be let without competition, and new or existing cooperative education programs which facilitate minority student access to Federal employment.

more

(OVER)

- Where appropriate, establish goals and timetables for increased participation of historically black colleges in the activities of your department or agency. These goals should reflect targets for increased expenditures beyond your fiscal 1978 levels.

- Establish a forum for continuing consultation with representatives from the historically black colleges and universities. Plan visits and other efforts to familiarize appropriate staff in your agency with the unique and indispensable resources at black colleges.

- Appoint a high-level liaison person to oversee these activities.

I am asking Louis Martin, my special assistant, in cooperation with the Secretary of Health, Education, and Welfare, to monitor the implementation of this directive government-wide. I personally plan to review periodically progress made toward increasing access of historically black colleges to all Federal agencies.

In a separate communication, I have asked that Secretary Califano resume publication of the Federal Interagency Committee on Education's annual report on patterns of Federal funding for historically black colleges.

I want to be certain that this Administration's strong commitment to the Nation's historically black colleges and the contents of this directive are thoroughly understood by everyone. Please be certain that copies of this directive are circulated to all appropriate individuals within your department or agency.

JIMMY CARTER

# # # #

APPENDIX D

ADVISORY COMMITTEE MEMBERS

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in December 1976 to examine all approaches to the higher education of Black Americans as well as the historically Black colleges and Universities and then to make recommendations to the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in 12 specific areas.

Although the Committee was established in December 1976, the Notice of Establishment was not published in the Federal Register until June 21, 1977, and the initial meeting was held in September 1977, nine months after it was established for a period of two years.

As required by its Charter, the membership consists of members knowledgeable about the higher education of Blacks, the historically Black colleges and universities, and the economic, educational, societal, and political realities in which public policy is made.

MEMBERSHIP

Dr. Elias Blake, Chairperson
President
Clark College
240 Chestnut Street, S.W.
Atlanta, Georgia 30314

Dr. Laura Bornholdt
Vice President for Education
The Lilly Endowment, Inc.
2801 North Meridian Street
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Howard University - Dunbarton Campus
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Dr.E. T. York*
Chancellor
State University System of Florida
107 West Gaines Street
Tallahassee, Florida 32304

(One Vacancy)

*Mrs. Cecile M. Springer was appointed March 1979.

APPENDIX E

THE SECRETARY OF EDUCATION
WASHINGTON, D. C. 20202

CHARTER

NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

PURPOSE

The Secretary is responsible for the administration of various higher education and civil rights programs mandated by statutes as these affect the general population. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting black Americans. The Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of black Americans in order to fulfill his/her responsibilities under statutes effectively.

AUTHORITY

20 USC 1233a.

This Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTIONS

The Committee advises the Secretary of Education, and the Assistant Secretary for Postsecondary Education. The Committee examines all approaches to higher education of black Americans as well as the needs of historically black colleges and universities and in particular advises and make recommendations in these areas:

(1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;

(2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;

(3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;

(4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

(5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;

(6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;

(7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;

(8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;

(9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

(11) in recommending a long-range plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations.

STRUCTURE

The Committee consists of fifteen (15) members appointed by the Secretary for terms not to exceed three (3) years, subject to the renewal of the Committee. The Secretary designates one of the fifteen (15) members as the Chairperson. Members are persons who are knowledgeable about the higher education of blacks, the historically black colleges and universities, and/or the economic, educational, societal, and political realities in which public policy is made. At least five of the fifteen members of the Committee shall be presidents of black colleges and at least one member shall be from the business sector.

Management and staff services are provided by the Program Delegate to the Committee who is appointed by the Assistant Secretary for Postsecondary Education.

MEETINGS

The Committee meets not less than four times each year with the advance approval of the Secretary or designee. The Secretary or designee approves the agenda for each meeting. Meetings are open to the public except as may be determined otherwise by the Secretary. Public notice is made of all Committee meetings, and a Federal official is present at all meetings. Meetings are conducted, and records of proceedings kept, as required by applicable laws and Department regulations.

COMPENSATION

Members of the Committee who are not full-time employees of the Federal Government are entitled to receive compensation at a rate of $100 per day, plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATES

Estimated total annual cost for operating the Committee, including compensation and travel expenses for members and consultant services and research, but excluding staff support is $130,000. Estimated person-years of staff support is ten at an estimated cost of $210,000.

REPORTS

The Committee submits to the Congress on or before June 30 of each year an annual report which contains as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of the meetings, the functions of the Committee, and a summary of Committee activities and recommendations made during the year. Such report is transmitted with the Secretary's annual report to Congress.

A copy of the annual report is provided to the Committee Management Officer.

Nothing herein shall be interpreted as precluding intermittent special reports and recommendations to the Department of Education throughout the year.

DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities terminates June 30, 1982.

APPROVED:

June 19, 1980
Date

Steven A Minter
Acting Secretary

APPENDIX F

COMMITTEE STAFF

Program Delegate

Carol J. Smith

Consultants

Alfred L. Cooke
Linda J. Lambert
*Glenda Partee-Scott

Support Staff

*Sheila Y. Burris
Linda E. Byrd-Johnson
Mae H. Carter
J. Christopher Lehner
Patricia S. Lucas
*Pamela Marshall
*Jacqueline Meadows
*Mary L. Nails
*Jo Ann Phillips
*Charlotte Thompson
*Richard E. Weise

Consultant (Editing)
Susan Coughlin

* These persons are no longer on the Committee staff.

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